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ABSTRACT

The League for Innovation in the Community College reports annually on the College and Career Transitions Initiative (CCTI), which is administered by the Office of Vocational and Adult Education, U.S. Department of Education. However, the report does not represent the positions or policies of Federal Government. This document was created to provide a reference to various books, articles, and other publications regarding CCTI, whose goal is to strengthen the role of community colleges in easing student transitions between secondary and postsecondary education and improving academic performance in both the secondary and postsecondary levels. The document offers two resource lists: a "Virtual Reader Essential Reading List"; and a "Virtual Reader Library." Both lists are divided into the following categories: (1) remediation; (2) enrollment; (3) achievement; (4) attainment; and (5) employment. A third resource, "Useful Websites for Additional Information," is also included. The "Essential Reading List" offers detailed abstracts of each publication, and includes 30 references. The "Virtual Reader Library" includes 126 briefly annotated references. The document lists 30 Web site addresses in the final section, including the American Youth Policy Forum and the National Institute for Work and Learning. (NB)

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VIRTUAL READER

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However, the contents do not necessarily represent the positions or policies of the Office of Vocational and Adult Education or the U.S. Department of Education, and you should not assume endorsements by the Federal Government.

Submitted by:

The League for Innovation in the Community College Consortium
- The League for Innovation in the Community College
- Miami-Dade Community College
- Maricopa Community College

April 30, 2003

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FOREWARD

The Virtual Reader is a deliverable of the College and Career Transitions Initiative (CCTI). It was created to provide a reference of the various books, articles, and other publications around the purposes of CCTI – to strengthen the role of community and technical colleges in easing student transitions between secondary and postsecondary education and improving academic performance at both the secondary and postsecondary levels.

The Virtual Reader has been completed in the early stages of the project so that personnel at the CCTI selected site partnerships can become familiar with the literature as they begin their work. In addition, the Virtual Reader will be a valuable resource for all secondary and postsecondary personnel who want to learn more about this timely topic.

The Virtual Reader can be accessed on the CCTI web page at www.league.org/vr and will be updated throughout the project.

Larry J. Warford
CCTI Project Director

I. VIRTUAL READER ESSENTIAL READING LIST

The documents in this essential reading list address the five intended outcomes of the CCTI. We have used one-word categories to describe the following outcomes:

Remediation ..... includes remediation and developmental education
Enrollment..... includes postsecondary enrollment and persistence
Achievement..... includes academic and/or skill achievement at secondary and postsecondary levels
Attainment ..... includes attainment of degrees, certificates, and credentials
Employment ..... includes preparation for, transition to, and entry into employment

American Federation of Teachers. (1997). **Reaching the Next Step: How School to Career Can Help Students Reach High Academic Standards and Prepare for Good Jobs**. Washington, DC: Author.

Outcomes: achievement; enrollment; employment.

Abstract: Research has shown that the school-to-career movement has great potential to address the low level of achievement in American high schools. This paper gives and discusses in depth seven practical recommendations for drastically improving education for those students who have traditionally been left uninspired and unprepared by high school. The recommendations are: 1) provide a common, high-quality, rich curriculum to all students before high school; 2) expose all high school students to rigorous academic coursework in all core subjects; 3) use effective, engaging teaching methods; 4) provide students with exposure to the workplace in ways that reinforce and show the relevance of learning; 5) create incentives for students to study and achieve; 6) provide training and support for teachers; and 7) regularly evaluate whether the programs are leading to improved student achievement.

Source: http://www.aft.org/nextstep/index.htm

Badway, Norena and W. Norton Grubb. (1997). **A Sourcebook for Reshaping the Community College: Curriculum Integration and the Multiple Domains of Career Preparation**. Two Volumes. Berkeley, CA: National Center for Research in Vocational Education.

Outcomes: remediation; achievement; attainment; employment.

Abstract: The stated purpose of this sourcebook is "to identify and describe areas or domains of competency that address the needs expressed by employers, the skills students need to progress through postsecondary education and the labor market, and the knowledge that educators have always wanted for their students." Volume I presents a

framework for identifying best practices of integrating career preparation into the community college curriculum—both content (i.e., Domains of Career Preparation) and strategies (i.e., Approaches to Teaching the Domains of Career Preparation). Volume II includes a number of illustrative examples of innovative curriculum materials and organizational arrangements that are in place at community colleges and technical institutes. The "domains" covered include: Foundation academic competencies—reading, writing, calculation, and science competencies learned in the way in which they are applied in everyday practice; Education for citizenship education—the economic, political, and social aspects of work; Job specific/technical skills—the technical and production skills required for a particular occupation; Career exploration—the match between self-knowledge and labor markets; Systems utilization skills—understanding the big picture of how diverse personnel, time, capital, material, and facilities interact to shape an organization's performance; Generic technical skills—tools for designing and analyzing organizational systems, including software applications, record keeping procedures, interpretation of visual data representations, quality assurance techniques, and occupational and public safety standards; and Workplace organization experience—the commonalties between all other domains and an actual work setting.

Source: http://ncrve.berkeley.edu/abstracts/MDS-782/

Bailey, Thomas R., Katherine L. Hughes, and Melinda Mechur Karp. (2003, March). **Dual Enrollment Programs: Easing Transitions from High School to College**. CCRC Brief No. 17. New York: Community College Research Center, Teachers College, Columbia University.

Outcomes: enrollment; achievement.

Abstract: While there are clear economic benefits to continuing education beyond high school, the transition to postsecondary education is unsuccessful for many students. Two well-established approaches that link high schools and colleges in order to ease this transition are dual enrollment (the coordination of high school exit and college entry standards) and Tech Prep. Both of these approaches provide opportunities to create seamless linkages for students between secondary and postsecondary education. This brief describes the benefits of dual enrollment and what such programs look like. It also provides detailed information on two examples—College Now at Kingsborough Community College in Brooklyn, New York, and Youth Options in Wisconsin. Although there is not much research on outcomes for dual enrollment programs, what is available is encouraging, suggesting increased graduation rates for high school students, higher grades, an increased chance of graduating from college on time, and less need for remediation.

Source: http://www.tc.columbia.edu/ccrc/PAPERS/Briefs/brief17.pdf

Bottoms, Gene. (2002). **Raising the Achievement of Low-Performing Students: What High Schools Can Do**. Atlanta, GA: Southern Regional Education Board, High Schools that Work.

Outcomes: achievement.

Abstract: In the late 1980s, the SREB launched its High Schools That Work initiative aimed toward making academic skill achievement a priority for vocational as well as academic educators. This paper addresses the research and experiences of HSTW over the past 15 years. In particular it asks: what are the implications for federal policy; what are the conditions that improve the chances for success; and what practices work in raising student achievement. In answer to this last question, HSTW suggests that leaders and teachers must be willing to change what the school sees as its basic mission, what and how students are taught, and what is expected of students. Specific strategies discussed include realizing a functional school mission; having students complete a rigorous academic core and a concentration; setting high expectations; helping students meet the challenge; rethinking the purpose of career/technical studies; offering high quality structured work-site learning; adopting a flexible schedule; changing how teachers teach; emphasizing literacy and mathematics across the curriculum; providing guidance and assessment; increasing parent involvement; strengthening transitions; and keeping score and using data.

Source: http://www.earlycolleges.org/Downloads/RaisingAchievementBottoms.pdf

Boylan, Hunter R. (1999, Spring). **"Exploring Alternatives to Remediation."** Journal of Developmental Education 22, no. 3: 2-11.

Outcomes: remediation.

Abstract: Criticism of developmental education has often been that remedial courses take too long, are too expensive, and keep students from making progress towards degrees. These criticisms tend to be based on misconceptions. At the same time, evidence does suggest that some remedial courses may take too long, cost too much, or be unnecessary for some students. While current remedial courses have some efficacy, more effective alternatives are also available. The article discusses some of the more promising alternatives, including: freshman seminars, Supplemental Instruction, learning communities and collaborative learning, paired courses, critical thinking instruction, and strategic learning. The current problem is not a lack of awareness of these alternatives, but the fact that these alternatives are not provided systematically. There are too few institutions that meet the following characteristics: a variety of alternatives to remedial courses are regularly provided; developmental students have systematic

access to them; assessment and advising are used to insure that appropriate options are made available to meet the particular needs of individual students; and all these features are organized in a systematic manner.

Source: http://www.ncde.appstate.edu/reserve_reading/V22-3alternatives_to_remediation.htm

Boylan, Hunter R. and D. Patrick Saxon. (1999). **What Works in Remediation: Lessons from 30 Years of Research**. Prepared for the League for Innovation in the Community College. Boone, NC: National Center for Developmental Education.

Outcomes: remediation.

Abstract: Until recently, remediation courses at the postsecondary level have not been the subject of much serious research. The authors of this paper conducted an extensive literature review examining the techniques, theories, and models for remedial education, limiting their review to studies with some methodological rigor. Findings show that many of the techniques promoted by John Roueche and his colleagues at the University of Texas – Austin in the late 1960's and 1970's have been validated by later research. Boylan and Sazon offer a discussion of 20 techniques, models, and strategies that contribute to successful remediation. They include: the establishment of clearly specified goals and objectives for developmental programs and courses; the use of mastery learning techniques; the provision of a high degree of structure; the provision of a centralized or highly coordinated program; the implementation of mandatory assessment and placement; the provision of a counseling component; the provision of tutoring by well-trained tutors; the assurance of consistency between exit standards for remedial courses and entry standards for the regular curriculum; the use of Supplemental Instruction, particularly video-based; provision of staff training and professional development; and the integration of critical thinking into the remedial curriculum.

Source: http://www.ncde.appstate.edu/reserve_reading/what_works.htm

Bragg, Debra D. (1999, July). **Enhancing Linkages to Postsecondary Education: Helping Youths Make a Successful Transition to College**. NCRVE CenterPoint Digest Number 5. Berkeley, CA: National Center for Research in Vocational Education.

Outcomes: enrollment; attainment.

Abstract: This informative digest synthesizes a decade of processes, policies, and practical approaches to forming effective linkages between secondary and postsecondary education. In the past, college preparatory courses in high schools were dominated by liberal arts and

science education and engaged only a small proportion of high school students. Today, tech prep and school-to-work programs are intended to integrate academic and vocational education and raise academic standards for all students. Well-conceived and integrated academic and career pathways enhance school-to-college transitions for all youth. Successful school-to-work and tech prep transition programs have six core components that the report discusses in depth: rigorous and engaging learning; formal articulation strategies; meaningful linkages between theory and practice; outcomes-focused curriculum; access and opportunity for all; and longevity through collaboration. The author argues that these components should underpin any secondary-to-postsecondary transition system and gives numerous real-life examples of where they are being executed.

Source: http://ncrve.berkeley.edu/CenterPoint/CP5/CP5all.html

Chaves, Christopher A. (2003, February). **Student Involvement in the Community College Setting**. ERIC Digest No. EDO-JC-03-02. Los Angeles: ERIC Clearinghouse for Community Colleges.

Outcomes: enrollment; achievement.

Abstract: According to research by Vincent Tinto (see Tinto, 2002 cited below), high levels of student involvement (defined as the amount of physical and psychological energy that the student devotes to the academic experience) are a strong and independent predictor of student gains in learning. He also posits that successful student retention generally hinges on constructing educational communities to integrate students into the social and intellectual life of the institution. This digest discusses three involvement opportunities at community colleges where students are not resident and usually work part-time off campus. The freshman orientation seminar, a form of remediation and academic preparation, is a proven method that assists in raising academic performance, retention, and degree completion. Learning assistance centers help students manage their academic demands and often incorporate technology and collaborative learning. Learning communities link existing courses together to allow students and teachers to achieve a deeper understanding and integration of their course material. Academic-occupational integration is another learning community model that is examined.

Source: http://www.gseis.ucla.edu/ERIC/digests/digest0203.htm

Edling, Walter H. and Ruth M. Loring. (1996). **Education and Work: Designing Integrated Curricula. Strategies for Integrating Academic, Occupational, and Employability Standards**. Waco, TX: Center for Occupational Research and Development.

Outcomes: achievement; attainment; employment.

Abstract: This report by CORD describes the methods and processes for installing Integrated Curriculum Standards (ICS) in 9th – 14th grade classrooms. Edling and Loring provide a useful description of curriculum integration, detail models for integration, and explain the development of curriculum structures. As defined by the authors, curriculum integration is "a curricular organization intended to bring into a close relationship the concepts, skills, and values of separately taught subjects to make them mutually reinforcing." They describe how to infuse ICS into existing courses, as well as the role of ICS in work-based, project-based, and theme-based learning. They also describe an assessment design for the curricula. If implemented appropriately, students' achievement in academic and applied settings will be enhanced, better preparing them for college and career.

Source: http://www.cord.org/pdf/DesigningIntegratedCurricula.pdf

Greater Expectations National Panel. (2002**). Greater Expectations: A New Vision for Learning as a Nation Goes to College**. National Panel Report. Washington, DC: Association of American Colleges and Universities.

Outcomes: achievement.

Abstract: The Greater Expectations National Panel has produced a helpful and focused report on the challenges of higher education. Most importantly, they offer a wealth of useful recommendations. Community colleges participated in the Greater Expectations projects as well as four-year institutions and universities. Chapter Two of the report gives a helpful discussion of barriers to quality education starting at school and continuing through college. Chapter Three explores what students should be learning in postsecondary institutions and concludes that institutions educate students to become "intentional learners." These learners should be empowered through intellectual and practical skills, informed by knowledge and ways of knowing, and responsible for personal actions and civic values. They call this type of education "liberal education," which will be practical and inclusive. Chapter Four suggests how we can meet these goals through making learning the center of the institution (including coherent learning pathways and appropriate teaching and advising), preparing students for college in high school, and evaluating students' learning. Chapter Five lists recommendations and action steps and proposes which agencies and individuals hold responsibility for implementing them. The sidebars of the report are filled with insightful examples of programs, schools, and states moving ahead in promising ways with implications for local action steps.

Source: http://www.aacu-edu.org/qex/index.cfm

Gruber, David. (2000). **We're Education, You're Semiconductors: Improving Worker Skills Through Employer-Community College Partnerships**. Philadelphia, PA: Public Private Ventures.

Outcomes: achievement; employment.

Abstract: In many communities, economic expansion and technological change are increasing the demand for skilled workers. Many of our education and workforce development strategies based in secondary and postsecondary school focus on the skills people acquire before they start working. Indeed, community colleges have increasingly become training institutions in their own right. But it is also important for those entering the workforce and for incumbent workers to continue their training once they are on the job in order to take on new responsibilities, keep pace with new technology, and become more productive employees. Drawing on several models of exemplary practice, this report describes how some major employers are partnering with community colleges to provide training that upgrades the skills of their workers. The report offers key lessons for both employers and community colleges about how to structure their relationships, and about what these very different entities can and should expect from each other. It also serves as a strong reminder that the relationship between education and employment is dynamic one, extending over one's career.

Source: http://www.ppv.org/pdffiles/semiconductors.pdf

Hughes, Katherine L., Thomas R. Bailey, and Melinda J. Mechur. (2001). **School-to-Work: Making a Difference in Education**. A Research Report to America. New York: Institute on Education and the Economy, Teachers College, Columbia University.

Outcomes: enrollment; achievement; attainment; employment.

Abstract: This comprehensive review gathers and summarizes the research of the last several years on the effectiveness of the school-to-career strategies. While critics of this educational approach, funded federally through the 1994 School-to-Work Opportunities Act, feared that it would weaken academic achievement and divert students from college to low-skilled jobs, the body of evaluation has turned up virtually no such negative results. The report presents an array of key findings, each followed by citations of specific research that corroborated them. Critical topics include how school-to-work supports academic achievement, career preparation, and youth development, and how teachers and employers see its value. Importantly, the research on academic achievement consistently finds that high school participation in school-to-work can improve attendance, grades, and graduation rates. With respect to transition to postsecondary education, studies indicate that STC students attend college in greater numbers than their peers.

Source: http://www.tc.columbia.edu/iee/PAPERS/Stw.pdf

Institute for Higher Education Policy. (1998). **College Remediation: What It Is, What It Costs, What's At Stake**. Washington, DC: Author.

Outcomes: remediation.

Abstract: This far ranging report presents an analysis of the functions and purposes of remediation; a discussion of the types of remediation; a review of who participates in remedial education and an analysis of how well it serves them; an examination of the financial costs of remediation; an appraisal of the social and economic consequences of not providing remedial education; and a proposed set of strategies designed to reduce the need for remediation in higher education while also enhancing its effectiveness. Strategies presented to reduce the need for remediation are: aligning high school requirements with college content and competency expectations; early intervention and financial aid programs targeted at K-12 students that link mentoring, tutoring, and academic guidance with a guarantee of college financial aid; student follow-up and high school feedback systems; improved teacher preparation; and K-12 school reform. Strategies to improve the effectiveness of remediation include creating inter-institutional collaboration among colleges and universities in a state or system, allowing best practices and ideas to be shared or replicated; making remediation a comprehensive program that encompasses more than just tutoring and skills development; and utilizing technology to enhance the teaching-learning process.

Source: http://www.ihep.com/Pubs/PDF/Remediation.pdf

MacAllum, Keith and Amy Bell Johnson. (2002). **Reconceptualizing education as an engine of Economic Development**. Washington, DC: Academy for Educational Development.

Outcomes: enrollment; achievement; attainment; employment.

Abstract: Across the nation, communities are asking themselves what to do: when the skills of the local labor force are not keeping pace with the needs of business and industry; when competition for attracting new business is fierce; when parents are concerned about providing the best education possible for their children; and when an unacceptable number of students are losing interest in education and dropping out. There is growing consensus that the only strategy that will successfully address the concerns of educators, parents, and the business community is one based on solid and authentic partnership. Coweta County, Georgia took a bold step and reconceptualized the structure and role of education. They brought educators from high school and technical college together with leaders from business and industry. They merged secondary education and postsecondary education together through seamless dual-enrollment opportunities. They deliver instruction in relevant and meaningful ways by linking coursework to actual career options. And they graduate students with powerful and documented employability skills. This report critically examines the Central Educational Center and concludes that it is a

model worth replicating. Four critical features for successful replication are identified: (1) active partnership among all community stakeholders; (2) visionary and effective leadership; (3) administrative flexibility to modify the educational structure; and (4) commitment of time, energy and resources over the long term. Together these add up to a formula for success.

Source: http://www.niwl.org/CEC%20Report%20Final.pdf

MacAllum, Keith, Karla Yoder, Scott Kim, and Robert Bozick. (2002). **Moving Forward: College and Career Transitions of LAMP Graduates**. Washington, DC: Academy for Educational Development.

Outcomes: enrollment; achievement; attainment; employment.

Abstract: This paper presents empirical research findings drawn from a five-year study tracking the educational and career trajectories of graduates of the Lansing Area Manufacturing Partnership (LAMP). Launched in 1997 by the United Auto Workers-General Motors Center for Human Resources, LAMP has established itself as a model STC initiative involving secondary schools, a community college, and employers. The long-term effects of LAMP, documented over the first several years following high school graduation, are extremely promising. LAMP graduates are pursuing postsecondary education at higher rates than comparison groups in a wide variety of fields. As a group, the LAMP graduates are maintaining good grades and a significant majority of them are working *and* attending school at the same time. In the workplace, they work more hours, receive higher wages, and participate in career advancement activities at higher rates than their counterparts. Some of the effects of LAMP, however, such as significantly higher hourly wages or greater participation in training at work, appear to be short term. This paper documents how innovative partnerships can benefit youth transitions.

Source: http://www.niwl.org/MovingForward.pdf

Martinez, Monica and Shayna Klopott. (2002). **How is School Reform Tied to Increasing College Access and Success for Low-Income and Minority Youth?** Boston: Pathways to College Network.

Outcomes: enrollment; achievement.

Abstract: This paper analyzes school reforms that present evidence of college preparation for all students, evaluating the ways in which they address common predictors of college going behavior. There are three types of these reforms: those that primarily address the rigor of the curriculum; those that address the academic and social structure of the school; and those that specifically address the alignment of curriculum between different levels such as high school and postsecondary or within the secondary system. Virtually all of the most prominent approaches and initiatives are examined: standards-

based reform, Equity 2000, The Urban Systemic Initiative, Advanced Placement, America's Choice, High Schools that Work, Coalition of Essential Schools, GE Fund College Bound, Talent Development, Urban Learning Centers, First Things First, Ventures Education Systems Corporation, AVID, International Baccalaureate Program, Tech Prep, the Middle College High School, Dual Enrollment, and Project GRAD. The common promising practices the authors discover within these reform initiatives are: access to a rigorous academic common core curriculum for all students; the prevalence in structure or climate of personalized learning environments for students; a balance of academic and social support for students for the purpose of developing social networks and instrumental relationships; and alignment of curriculum between various levels. A number of thoughtful recommendations on the future of high school reform are made.

Source: http://www.pathwaystocollege.net/pdf/School_Reform.pdf

McCabe, Robert H. and Philip R. Day, Jr., eds. (1998). **Developmental Education: A Twenty-First Century Social and Economic Imperative**. Mission Viejo, CA: League for Innovation in the Community College.

Outcomes: remediation; enrollment; achievement.

Abstract: While remediation is clearly the focus of this work, the nature of the publication and its numerous chapters allows it to cover a wider range of topics. Section One of the monograph is comprised of four chapters that provide a solid historical and educational background to developmental education, and place it in the context of community colleges' work. Each chapter in this section concludes with a useful list of additional references. Section Two of the monograph provides case studies of ten exemplary community colleges and what they have done in remediation, highlighting their individual contexts, key design features, and existing evaluation and performance data. This should prove to be a helpful tool for institutions looking for lessons learned with respect to developmental education and remediation.

Source: **For sale** at the League Store; http://leaguestore.sureshopping.com/display.asp?sku=19&rP=searching,rqDesc@Developmental+Education%3A+A+Twenty-First+Century+Social+and+Economic+Imperative,rqOrder@3

National Commission on the High School Senior Year. (2001). **Raising Our Sights: No High School Senior Left Behind.** Washington, DC: Author.

Outcomes: enrollment; achievement; attainment.

Abstract: This report, prepared by a blue-ribbon panel of educational critics and experts, raised the national debate on high school reform to a new level. Starting with the premise that "the more you learn, the more you earn," this reports builds a strong connection between educational and employment outcomes. The commission proposes a bold strategy

they refer to as the "Triple A Program," invoking alignment, achievement, and alternatives. The well-argued recommendations chapter of the report offers specific (though often high level) recommendations for improving alignment across our P-16 systems, raising achievement so that all high school students have a college preparatory experience, and providing more (and more rigorous) alternatives such as Advanced Placement, dual enrollment, work-based learning, and service learning. An appendix presents specific details of model programs that have demonstrated an ability to accomplish these three objectives.

Source: http://www.commissiononthesenioryear.org/Report/FINAL_PDF_REPORT.pdf

Orr, Margaret Terry. (2000, January). **Community College and Secondary School Collaboration on Workforce Development and Education Reform**. CCRC Brief No. 7. New York: Community College Research Center, Teachers College, Columbia University.

Outcomes: enrollment; achievement.

Abstract: Like many other observers, Margaret Orr argues that our increased emphasis on workforce preparation for youth requires increasing postsecondary educational preparation and expanding the role of community colleges in school-to-career transition systems. This brief looks at four community college responses—located in North Carolina, Florida, New Jersey, and Pennsylvania—to an expanded role in youth transition. A wide range of collaborative activities with secondary schools were used by the colleges. In some cases these involved a collection of activities and in others a more integrated approach was taken. The forms of collaboration discussed are: awareness activities; improving students' preparation for postsecondary technical education; simplifying student transition into community colleges; comprehensive programs; and shared governance. The three most common collaborative strategies—information sharing from community colleges to secondary schools, professional and curriculum strategies facilitated by community colleges for secondary school teachers, and structural bridging between secondary and postsecondary education through articulation agreements—facilitated student access to community colleges and improved secondary preparation, but did not fundamentally alter programs at either institution. Two of the examples, however, did put together significant systemic collaboration that combined capacity-building and program-creation strategies on a large scale. These two had articulated 2+2 programs with well-defined career majors at the high school level connected to community college technical degree programs. Notably, having a limited number of school district partners allowed the most substantive collaboration. The importance of leadership is also discussed. The two intensely involved community colleges had strong visionary presidents

committed to workforce development even before federal funds had been made available, and the presidents used multiple opportunities for collaborative planning.

Source: http://www.tc.columbia.edu/ccrc/PAPERS/Briefs/brief07.pdf

Perin, Delores. (2002). **"The Location of Developmental Education in Community Colleges: A Discussion of Mainstreaming vs. Centralization."** Community College Review 30, no. 1: 27-44.

Outcomes: remediation.

Abstract: This study compares two ways that community colleges organize developmental education: mainstreaming in which courses are integrated into regular departments and centralization in which they are housed in separate organizational units. The paper compares and contrasts the two models on instructional quality, ancillary services, teacher characteristics, student reactions, and reputation of remediation. Empirical evidence on the effectiveness of the two approaches is lacking, and so the study relies on descriptive data and practitioner commentary. Mainstreaming appears to have the potential for higher quality instruction and more positive student reactions. Centralization seems superior in ancillary support services and teacher motivation and experience. But both models seem to suffer from the low reputation of developmental education in higher education. Lower level remedial students may benefit from centralization while those closer to a college-level of work may be better served by mainstreaming. No matter which method of delivery is chosen, developmental courses should be aligned with content and skills found in college-level courses. Individualized attention and supplementary tutoring are important sources of support for academically under-prepared students and these may be lacking in mainstreamed courses. Importantly, the study also recommends professional development for instructors and that developmental education students be encouraged to fully participate in college activities, especially those related to the majors and professions to which they aspire.

Source: http://www.findarticles.com/cf_0/m0HCZ/1_30/90983754/print.jhtml

Peterson, Kimberly. (2003, January). **Overcoming Senior Slump: The Community College Role.** ERIC Digest No. EDO-JC-03-01. Los Angeles: ERIC Clearinghouse for Community Colleges.

Outcomes: remediation; enrollment; achievement.

Abstract: Senior slump refers to high school students who are not being challenged in their senior year nor are they adequately preparing for college. The reports reviewed in this digest suggest that high school students need to be engaged in more rigorous coursework. More importantly, the reviewer concludes that community colleges have a

role in providing opportunities for students do so. Data indicate that a wasted high school senior year, even for those students who took rigorous coursework in preceding years, results in students that are more likely to drop out of college and to need remedial courses. Three types of community college programs to engage high school students in advanced and college-preparatory coursework are proposed: concurrent enrollment programs; distance-learning courses for high schools; and middle college high schools located on college campuses. The author argues that these programs can offer benefits to both students and community colleges alike.

Source: http://www.gseis.ucla.edu/ERIC/digests/dig0301.htm

Pierce, David R. (2001, June). **Student Pathways through High School to College.** From a series of essays supported by the MetLife Foundation Change in Education Initiative and the Pew Charitable Trusts. Denver, CO: Education Commission of the States.

Outcomes: enrollment; achievement.

Abstract: This paper focuses its attention on reform programs that address the last two years of high school and their connectivity with the first year of college. Options discussed are school-to-career initiatives, High Schools That Work, tech prep, career academies, middle college high schools, and dual-credit programs. Two specific strategies are examined in some detail: the local solution of Montgomery County, Maryland and the example of Simon's Rock College of Bard. High Schools That Work is a promising initiative that focuses on making the high school program more effective. Tech prep has much to recommend it with its structured connectivity between the two levels and emphasis on high-level course work for all. Career academy graduates enter college at higher rates than the high school population at large and dual-credit programs help to keep the junior and senior years from being wasted time. Taken together, a wealth of promising models are ripe for adoption and adaptation. The author believes that the most potential for improving high school and student performance is found through blending tech prep, career academies, and dual-credit programs.

Source: http://www.ecs.org/clearinghouse/26/71/2671.htm

Rendon, Laura. (n.d.). **Fulfilling the Promise of Access and Opportunity: Collaborative Community Colleges for the 21st Century**. New Expeditions Issues Papers. Washington, DC: American Association of Community Colleges.

Outcomes: enrollment; achievement; attainment; employment.

Abstract: Community colleges are typically viewed as vehicles of access and opportunity, particularly for marginalized and minority populations. In order for community colleges to achieve a higher level of organizational effectiveness, as well as to preserve access and

opportunity, they must focus on being collaborative institutions. Internal collaboration refers to connections among faculty, staff, administrators, and students. External collaboration includes relationships with feeder schools, community-based organizations, business and industry, transfer schools, elected officials, and the media. Recommendations for internal collaboration include addressing the organizational culture to involve more personnel in analysis and planning, and designing validating teaching and learning environments. External collaboration recommendations include: relationships with K-12 schools to address access; addressing diverse learning needs through technology and distance education; relationships with schools, business, and industry to prepare students to enter the workforce; relationships with four-year colleges and universities to prepare students for baccalaureate degrees; and relationships with community-based organizations to engage students in lives of social service and commitment. Practical examples of model programs for each of these strategies are highlighted.

Source:

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/NewExpeditions/IssuePapers/Fulfilling_the_Promise_of_Access_and_Opportunity.htm

Roberts, Brandon. (2003). **The Best of Both: Community Colleges and Community-Based Organizations Partner to Better Serve Low Income Workers and Employers**. Philadelphia, PA: Public Private Ventures.

Outcomes: employment.

Abstract: Organizations that deliver workforce development services, including community colleges, proprietary schools, and non-profit organizations, tend to operate independently of the others—and often are unaware of the others' work. This leads to inefficiencies and squandered resources. In this report, the author examines the value of a counter trend: partnerships between nonprofits and community colleges that are working to provide services to low-income workers and employers. These partnerships make considerable sense: they can provide low-income job seekers with a combination of intensive support services and short-term hard skills training that prepare them for obtaining and sustaining employment. At the same time, they support job growth and economic development. In practice, such partnerships are rare. Still, some excellent examples do exist. Basing its findings on successful collaborations, this report encourages community colleges to consider similar initiatives by shedding light on how to develop partnerships as well as how they can be sustained.

Source: http://www.ppv.org/pdffiles/bestofboth.pdf

Rosenbaum, James E. (1999, October). **Unrealistic Plans and Misdirected Efforts: Are Community Colleges Getting the Right Message to High School Students?** CCRC Brief No. 4. New York: Community College Research Center, Teachers College, Columbia University.

Outcomes: enrollment; achievement; attainment.

Abstract: Americans are strong advocates of college for all, which encouraged the formation of community colleges, open admissions, and remedial classes. This mindset encourages high expectations in youth and argues for better instruction in schools. The data, however, show that of high school seniors who plan to get a college degree, many lack high school-level skills in math and reading and less than half of those who enter community colleges complete a degree. Findings are that high school seniors believe that they can attain their college goals with low high school attainment and so exert little effort in high school. Indeed, many students enter community colleges even though they have done poorly in high school, giving these institutions reputations as "second chance" schools. While high school achievement is the best predictor of degree completion, students do not anticipate this relationship in making college plans. According to the author, the real problem is the failure to communicate clear information about the preparation students need to have a strong chance of finishing a degree. The author proposes that community colleges provide detailed information on degree-completion rates as a function of students' grades or test scores, inform students that "second chances are second best," and create linkages between high schools and colleges that may help high school students' understanding of college requirements. Examples of this last include Tech Prep and 2+2 programs.

Source: http://www.tc.columbia.edu/ccrc/PAPERS/Briefs/brief04.pdf

Rosenbaum, James E. (2002, April). **Beyond Empty Promises: Policies To Improve Transitions into College and Jobs.** Boston, MA: Early College High School Initiative, Jobs for the Future.

Outcomes: enrollment; achievement; attainment; employment.

Abstract: While this is essentially a policy piece, it provides useful ammunition for those institutions needing to address policy issues in their college or community in a thoughtful and realistic fashion. Rosenbaum reviews and debunks many of the myths and misconceptions surrounding transitions to colleges and careers, and provides well-researched information to counter those myths. The myths reviewed include: counselors should advise all students to attend college; all students should go to college; high schools can't help students get better jobs; open admissions allow all students to enter college

classes; etc. After dissecting 12 of these myths, Rosenbaum describes specific procedures designed to encourage better interaction between high schools, employers, and colleges to respond to changing labor markets. The paper includes an extensive bibliography.

Source: http://www.earlycolleges.org/Downloads/EmptyPromisesRosenbaum.pdf

Schuetz, Pam. (2000, November). **Successful Collaborations between High Schools and Community Colleges**. ERIC Digest No. EDO-JC-00-11. Los Angeles: ERIC Clearinghouse for Community Colleges.

Outcomes: enrollment; attainment.

Abstract: Currently, half of all high school graduates enroll in a community college within a year of graduation. High schools have different governance structures, organizational cultures, and assessment standards than community colleges. Moreover, the lack of coordination between secondary and postsecondary institutions impedes successful student transition. This brief describes five types of collaboration that support successful student transitions: K-16 partnerships; dual credit programs; tech prep programs; middle college high schools; and distance learning programs. Examples of states using each of these strategies are provided. The major lessons learned from these five types of collaboration are: 1) student transitions are enhanced by creating structural bridges, aligning curriculum and testing requirements, and offering dual credit or concurrent enrollment opportunities between secondary and postsecondary institutions; 2) the social, political, and economic realities unique to each sector must be honored; 3) it is possible to build a common agenda for high schools and community colleges to improve student success at all levels.

Source: http://www.gseis.ucla.edu/ERIC/digests/dig0011.htm

Scott, David, ed. (1997). **Preparing a Twenty-First Century Work Force: Innovations in Programs and Practices.** Mission Viejo, CA: League for Innovation in the Community College.

Outcomes: remediation; enrollment; achievement; attainment; employment.

Abstract: An outgrowth of the League's Workforce Initiative, this document focuses almost solely on partnerships—between community colleges, schools, colleges, business, and community organizations. The document provides clear and informative reviews of 54 successful and effective programs working on curricular change, workplace skills,

technology, science, engineering, and others. Each description includes unique attributes of the programs and its impacts. Though somewhat dated, the document provides extensive contact information for further information.

Source: **For sale** at the League Store; http://leaguestore.sureshopping.com/display.asp?sku=24&rP=searching,nextPage@Next+>>,cat@,subCat@,rqPartNO@,rqDesc@Preparing a Twenty-First Century Work Force: Innovations in Programs and Practices,rqOrder@4,backNum@1,nextNum@2

Sheldon, Caroline Q. (2002, October). **Building an Instructional Framework for Effective Community College Developmental Education.** ERIC Digest No. EDO-JC-02-09. Los Angeles: ERIC Clearinghouse for Community Colleges.

Outcomes: remediation.

Abstract: Research indicates that exemplary developmental education programs operate within established and coherent instructional environments where high expectations for positive student outcomes take precedence. However, the same research indicates that the majority of community colleges offer fragmented developmental education programs instead. While the components of exemplary remediation programs are well established, many community colleges lack the necessary coordinating framework in which to embed these components. The author proposes a workable solution. An instructional framework, as discussed in this brief, includes effective program leadership and coordination, particularly for programs that are not centralized, building a committed faculty through hiring practices, training, and professional development, and improving programs through systematic evaluation.

Source: http://www.gseis.ucla.edu/ERIC/digests/dig0209.htm

Tinto, Vincent. (2002). **"Enhancing Student Persistence: Connecting the Dots."** Prepared for presentation at Optimizing the Nation's Investment: Persistence and Success in Postsecondary Education. A conference sponsored by the Wisconsin Center for the Advancement of Postsecondary Education, The University of Wisconsin, Madison, Wisconsin, October 23-25, 2002.

Outcomes: enrollment.

Abstract: Vincent Tinto is a well-known voice in research on student persistence. This paper is well argued and readable, offering strategies to improve persistence in postsecondary education at several levels (student experience, institutional policy, state, and federal). He begins his discussion of persistence by talking about access, focusing on increasing the likelihood of people completing a bachelor's degree. However, his central discussion of policies to promote persistence is equally applicable to two-year institutions. Five conditions that are

supportive of persistence are: high expectations of students; clear information on requirements and effective advising; settings that provide academic, social, and personal support; involvement of students as valued members of the institution; and settings that foster learning. Learning, Tinto argues is the key to students' persistence. Institutional policies to promote persistence must address issues of curriculum, pedagogy, and the skills faculty bring to educating students. In addition to training new faculty on how to teach and evaluation systems tied to those skills, policies must include incentives and rewards for faculty to work together to promote the active involvement and learning of all students. Learning communities and the collaborative pedagogy underlying them are important to such institutional policies. Ideas for state and federal policy to support increased persistence are also offered, though the author believes institutions play a key role. Linkages between secondary and postsecondary and between policies to increase access and persistence are key to improving rates of persistence that have not changed much over the past century.

Source: http://www.wiscape.wisc.edu/publications/publications/419Tinto.pdf

II. VIRTUAL READER LIBRARY

The documents in this library address the five intended outcomes of the CCTI. We have used one-word categories to describe the following outcomes:

Remediation:	includes remediation and developmental education
Enrollment:	includes postsecondary enrollment and persistence
Achievement:	includes academic and/or skill achievement at secondary and postsecondary levels
Attainment:	includes attainment of degrees, certificates, and credentials
Employment:	includes preparation for, transition to, and entry into employment

Adelman, C. (1999). **Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment.** Washington, DC: US Department of Education. Outcomes addressed: attainment. Source: http://www.ed.gov/pubs/Toolbox/

Alssid, Julian L., David Gruber, Davis Jenkins, Christopher Mazzeo, Brandon Roberts, and Regina Stanback-Stroud. (2002). **Building a Career Pathways System: Promising Practices in Community College-Centered Workforce Development**. New York: Workforce Strategy Center. Outcomes addressed: attainment; employment. Source: http://www.workforcestrategy.org/publications/Career_Pathways.pdf

Alssid, Julian L., David Gruber, and Christopher Mazzeo. (2000). **Opportunities for Expanding College Bridge Programs for Out of School Youth.** New York: Workforce Strategy Center. Outcomes addressed: enrollment. Source: http://www.workforcestrategy.org/publications/nash_final_report.pdf

American Federation of Teachers. (1997). **Reaching the Next Step: How School to Career Can Help Students Reach High Academic Standards and Prepare for Good Jobs**. Washington, DC: Author. Outcomes addressed: enrollment; achievement; employment. Source: http://www.aft.org/nextstep/index.htm

American Youth Policy Forum and the Center for Workforce Development. (2000). **Looking Forward: School-to-Work Principles and Strategies for Sustainability.** Washington, DC: Authors. Outcomes addressed: achievement; employment. Source: http://64.226.111.21/publicatons/aypf_looking.pdf

Badway, Norena and W. Norton Grubb. (1997). **A Sourcebook for Reshaping the Community College: Curriculum Integration and the Multiple Domains of Career Preparation**. Two Volumes. Berkeley, CA: National Center for Research in Vocational Education. Outcomes addressed: remediation; achievement; attainment; employment. Source: http://ncrve.berkeley.edu/abstracts/MDS-782/

Bailey, Thomas R., Katherine L. Hughes, and Melinda Mechur Karp. (2003, March). **Dual Enrollment Programs: Easing Transitions from High School to College**. CCRC Brief No. 17. New York: Community College Research Center, Teachers College, Columbia University. Outcomes addressed: enrollment; achievement. Source: http://www.tc.columbia.edu/ccrc/PAPERS/Briefs/brief17.pdf

Bailey, Thomas R., Katherine L. Hughes, and Melinda Mechur Karp. (2002). **What Role Can Dual Enrollment Programs Play in Easing the Transition Between High School and Postsecondary Education?** Paper prepared for the U.S. Department of Education, Office of Vocational and Adult Education. New York: Community College Research Center, Teachers College, Columbia University. Outcomes addressed: enrollment; achievement. Source: http://www.tc.columbia.edu/ccrc/PAPERS/dualcredit.pdf

Bailey, Thomas and Donna Merritt. (1997). **School-to-Work for the College Bound (MDS-799)**. Berkeley, CA: National Center for Research in Vocational Education, University of California. Outcomes addressed: enrollment; achievement. Source: http://ncrve.berkeley.edu/abstracts/MDS-799/

Barefoot, Betsy O. (2000, January/February). **"The First Year Experience: Are We Making It Any Better?"** About Campus 4, no. 6: page numbers not known. Outcomes addressed: remediation; enrollment; achievement. Source: http://www.earlycolleges.org/Downloads/FirstYear.pdf

Baron, W. (1997). **The Problem of Student Retention: The Bronx Community College Solution—The Freshman Year Initiative Program**. Unpublished manuscript. New York: Bronx Community College. ERIC Document No. ED409971. Outcomes addressed: enrollment. **For sale** through the ERIC Clearinghouse for Community Colleges: http://askeric.org/plweb-cgi/fastweb?getdoc+ericdb-adv+ericdb+92841+0+wAAA+(The&problem&of&student&retention)&%3ATitle

Barth, Patte, Kati Haycock, Sandra Huang, and Autumn Richarson. (n.d.) **Youth at the Crossroads: Facing High School and Beyond**. Paper prepared for the National Commission on the High School Senior Year. Washington, DC: The Education Trust. Outcomes addressed: achievement. Source: http://www.commissionontheseniоryear.org/HSReportfinal.pdf

Barton, Paul. (2002). **The Closing of the Education Frontier**. Princeton, NJ: Educational Testing Service. Outcomes addressed: enrollment; achievement; attainment; employment. Source: http://www.ets.org/research/pic/frontier.pdf

Blair, Julie. (1999). **"More Teens Blending High School, College."** Education Week 18, no. 31, April 14, 1999. Outcomes addressed: enrollment; achievement. Source: http://www.edweek.org/ew/vol-18/31dual.h18

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Boesel, David. (1999). **College for All? Is There Too Much Emphasis on Getting a 4-Year College Degree?** Washington, DC: National Library of Education, Office of Educational Research and Improvement, US Department of Education. Outcomes addressed: attainment; employment. Source: http://www.ed.gov/pubs/CollegeForAll/

Boettcher, Judith V. and Riat-Marie Conrad. (1999). **Faculty Guide for Moving Teaching and Learning to the Web.** Mission Viejo, CA: League for Innovation in the Community College. Outcomes addressed: achievement. **For sale** at the League Store: http://leaguestore.sureshopping.com/display.asp?sku=12&rP=searching,rqDesc@Faculty+Guide+for+Moving+Teaching+and+Learning+to+the+Web,rqOrder@3

Bottoms, Gene. (2002). **Raising the Achievement of Low-Performing Students: What High Schools Can Do.** Atlanta, GA: Southern Regional Education Board, High Schools that Work. Outcomes addressed: achievement. Source: http://www.earlycolleges.org/Downloads/RaisingAchievementBottoms.pdf

Boylan, Hunter R. (2002). **What Works: A Guide to Research-Based Best Practices in Developmental Education**. Boone, NC: The Continuous Quality Improvement Network and the National Center for Developmental Education. Outcomes addressed: remediation. For sale by the National Center for Developmental Education: http://www.ced.appstate.edu/centers/ncde/cqin%20book.htm

Boylan, Hunter R. (1999, Spring). **"Exploring Alternatives to Remediation."** Journal of Developmental Education 22, no. 3: 2-11. Outcomes addressed: remediation. Source: http://www.ced.appstate.edu/centers/ncde/reserve http://www.ncde.appstate.edu/reserve_reading/V22-3alternatives_to_remediation.htm

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III. USEFUL WEBSITES FOR ADDITIONAL INFORMATION

American Association of Colleges and Universities
http://www.aacu.org/

American Association of Community Colleges
http://www.aacc.nche.edu/

American Youth Policy Forum
http://www.aypf.org/

Association for Career and Technical Education
http://www.acteonline.org/

The Bridge Project at Stanford University
http://www.stanford.edu/group/bridgeproject/

Center for Community College Policy, at the Education Commission of the States
http://www.communitycollegepolicy.org/

Center on Education and Work
http://www.cew.wisc.edu/

The Community College Labor Market Responsiveness Initiative (Department of Education, OVAE)
http://www.ed.gov/offices/OVAE/CCLO/cclmr.html

Community College Research Center
http://www.tc.columbia.edu/~iee/ccrc/

CORD – Center for Occupational Research and Development
http://www.cord.org/

ERIC Clearinghouse for Community Colleges
http://www.gseis.ucla.edu/ERIC/index.html

Greater Expectations
http://www.greaterexpectations.org/

High Schools That Work
http://www.sreb.org/programs/hstw/hstwindex.asp

Institute on Education and the Economy
http://www.tc.columbia.edu/%7Eiee/

The Intermediary Network
http://www.intermediarynetwork.org/

Jobs for the Future
http://www.jff.org/

League for Innovation in the Community College
http://www.league.org

National Center for Research in Vocational Education
http://ncrve.berkeley.edu/

The National Clearinghouse for Comprehensive School Reform
http://www.goodschools.gwu.edu/index.htm

National Commission on the Senior Year
http://www.commissiononthesenioryear.org

National Dissemination Center for Career and Technical Education
http://www.nccte.com/

The National Institute for Work and Learning
http://www.niwl.org/

The National Skills Summit (April 2000)
http://www.dol.gov/_sec/skills_summit/main.htm

National Youth Employment Coalition
http://www.nyec.org/

New American High Schools
http://www.nassp.org/awards/09-04.html

Office of Vocational and Adult Education (OVAE), U.S. Department of Education
http://www.ed.gov/offices/OVAE

Pathways to College Network
http://www.pathwaystocollege.net

Public/Private Ventures
http://www.ppv.org/

The School-to-Work Workforce Development Clearinghouse
http://www.stwclearinghouse.org/

The Workforce Strategy Center
http://www.workforcestrategy.org/

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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